Pupil premium strategy statement – Yardley Wood Community Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	59.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026/2027 to 2028/2029
Date this statement was published	October 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Ben Turner
Pupil premium lead	Katie Palmer
Governor / Trustee lead	Natalie Mardenborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,620
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£365,620

Part A: Pupil premium strategy plan

Statement of intent

Our school serves a diverse population including refugees, newly arrived families, EHCPs and SSPs (SEND population is 25%) with approximately 60% of pupils receiving free school meals.18% of the school population are Pupil premium and SEND. Children enter the school with low baselines predominantly linked to their speech and communication skills and their wider experiences and enrichment. Early help procedures are well embedded by the Safeguarding team who work closely with families across the school in reducing the barriers to learning some pupils face.

At Yardley Wood Community Primary School, pupil premium funding is used to ensure that disadvantaged pupils achieve highly, access a rich curriculum and receive timely support to overcome barriers to learning. Our strategy is rooted in high-quality teaching, early intervention and targeted pastoral support. Through a whole-school approach that prioritises equity, we maintain consistently high expectations for all pupils. Our ultimate aim is that disadvantage is not a barrier to academic achievement, attendance, wellbeing or future aspirations. We are committed to ensuring that disadvantaged pupils achieve highly across the curriculum, attend school regularly, access enriching experiences and leave Yardley Wood fully prepared for the next stage of their education. We use rigorous assessment and diagnostic information to identify pupils' strengths and barriers to learning. This enables us to adapt teaching, target support efficiently and ensure that disadvantaged pupils receive the provision they need to succeed.

The current plan directly addresses the use of human and wider resources in ensuring high quality teaching and learning from EYFS through to end of Key stage 2. The school wishes to ensure that barriers to learning are identified and intervened upon early and that pupils are appropriately challenged within their learning. Funding also ensures pupils are given the chance to experience wider curriculum activities, outside of developing core subject skills. We aim to provide all pupils with sustained access to a broad range of academic, creative, sporting and cultural experiences which they can develop their passion and interests in as well as providing them with the necessary skills (including in computing) to prepare them for Key Stage 3 and the world of work.
Our objectives are:

- *To narrow the attainment gap between PP and non-PP children in all core and foundation subjects, so all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas, including progress for those who are already high-attainers.*
- *To provide the necessary support, whether it be cohort, class, group or individual intervention or specialist through scaffolding and intervention – with the intention that such support be short in time frame and have a measurable impact that enables a pupil to learn more independently.*
- *To provide a wide range of opportunities to enhance pupils' cultural capital and life experiences allowing for them to explore and understand their likes and talents.*

The current strategy works towards achieving these objectives via:

- *Strategic deployment of teaching and support staff to provide additional support within the classroom as well providing subject specific support for staff within school focusing on identified areas of the curriculum and needs of children.*

- *A carefully planned programme of funded extra-curricular activities and enriching experiences within school hours, embedded across the school, e.g. residential trips, music tuition and lessons, theatre visits, range of extra-curricular, educational visits, external visitors etc.*
- *Purchase of digital and physical resources for use at school to support and consolidate learning.*
- *Resources and Training for staff to ensure they have the skills and knowledge to support and implement key priorities linked to raising the quality of teaching across school and achievement at the end of Key Stage 2.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This can impact on core skill acquisition and **pupil outcomes in Reading, Writing and Maths at the end of Key Stages.** As the school population changes, the curriculum is continually being monitored and reviewed by the Curriculum leader and Subject leaders to ensure it meets the needs of all pupils.
2	A significant number of disadvantaged pupils experience **social, emotional and economic barriers** that affect attendance, readiness to learn and engagement with education. These include poverty-related factors, involvement with Early Help and social care services, unstable family circumstances and experiences of trauma.
3	Through pupil conversations and analysis of data and the response to school curriculum, many disadvantaged pupils have **limited access to cultural, creative and enrichment opportunities** beyond school. This can restrict their knowledge of the wider world, development of personal interests and understanding of future educational and career pathways.
4	Our **attendance** is below the national average (School's target is 95% but school achieved 93.6% 25/26 partly due to periods of severe weather disruption) with a significant percentage of **persistent absenteeism** and **term time leave** creating gaps in pupil knowledge and understanding.

The strategy has been informed by analysis of internal assessment data, attendance data, behaviour records, safeguarding information, pupil voice, parental feedback, EEF guidance reports and national performance data.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, (that tie in with our school development plan) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
EYFS Communication and Language outcomes will improve to at least 70% by 2029. Acquisition of core subject skills at EYFS and KS1 will demonstrate pupils achieving as well as their national peers.	• Evidence from interventions and support around language in EYFS demonstrates an improvement in communication and language from base line assessments. • Evidence from middle leadership in developing the teaching and learning in EYFS and KS1 shows that teachers are effectively planning for and delivering opportunities for language development, early reading, writing and maths skills. • Assessment data will demonstrate year-on-year increases in disadvantaged pupils achieving age-related expectations and improved progress measures from their baseline. • By July 2029, disadvantaged pupils will achieve outcomes within 10 percentage points of non-disadvantaged pupils in Reading, Writing and Mathematics across key stages. • Pupils leave year 1 with a good phonological awareness of reading (pupils pass the phonics screening test). Phonics screening outcomes to be in line or greater than National average.
Improved outcomes in both progress and attainment for pupil premium pupils across core subjects.	• Evidence of the continued development of teaching and learning across school (in line with evidence-based research) through core subject leader support and mentoring demonstrates that pupils are making good progress in comparison to their peers. • Assessment data will demonstrate year-on-year increases in disadvantaged pupils achieving age-related expectations and improved progress measures from their baseline. • By July 2029, disadvantaged pupils will achieve outcomes within 10 percentage points of non-disadvantaged pupils in Reading, Writing and Mathematics across key stages and with sustained improvement in language and communication.
Barriers to learning are effectively challenged and removed for pupils to learn.	• Pastoral support and intervention outcomes show an improvement in pupils accessing learning in school and this is reflected in the progress pupils make. • Behaviour incidents requiring senior leadership intervention will remain below 2025/26 levels and pupil surveys will indicate that at least 90% of pupils feel safe and ready to learn. • Whole-school attendance will improve to at least 95%, with persistent absence reducing to below 15%. • in particular around persistent absenteeism. • Outcomes from therapeutic and wider agency support show successful case studies of pupil's circumstances improving. • Wider curriculum opportunities through Music and extra-curricular activities improve the social/emotional factors for pupils.
Pupils demonstrate increased engagement with curriculum subjects and can articulate interests, talents and future aspirations during pupil voice activities.	• Pupils have a range of opportunities to develop their skills in the Humanities, Arts as well as Sciences whilst in school. • Pupil voice surveys demonstrate that at least 90% of pupils can identify interests, talents and future aspirations linked to curriculum experiences. • 100% of pupils take part in music provision across years 3-6

	• The majority of pupils have opportunity to experience off site curriculum opportunities throughout their time in school and the impact of this can be seen in both learning and personal growth. • By July 2029, at least 90% of pupils will report positive engagement with the wider curriculum and be able to identify personal strengths, interests and future aspirations through pupil voice surveys and book studies.
School policies are reviewed to support poverty proofing in school to help children improve their perception of themselves and of others	• Pupils are provided with equipment, resources and opportunities in school so that expectations on parental expenditure and provision of resources is diminished.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £297,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding contributes towards leadership capacity (approx 35% of leaders salaries) that directly improves the quality of teaching experienced by disadvantaged pupils. Subject leaders will provide coaching, curriculum development, lesson study, data analysis and targeted support in Reading, Writing, Mathematics, Science and Computing. Leaders to support curriculum development, the implementation of this and to work alongside teaching staff (in part during the school day and lessons), developing high quality teaching and learning within the disciplines to improve language acquisition, oracy and end of key stage outcomes. Support will be directed using internal assessment data and evidence gathered through lesson observations, work scrutiny and pupil outcomes.	Providing opportunity for subject leaders to enhance curriculum and develop expertise within their discipline to thus support improving the teaching and learning within school will ensure pupils receive high quality teaching across subjects. The EEF identifies high-quality teaching as the most important in-school factor affecting pupil outcomes, with the greatest impact for disadvantaged pupils. The impact of this in school so far can be seen in school data trends where outcomes are improving. Collaboration between teaching staff improves subject knowledge and expertise. The principles of learning are regularly reviewed and revisited in CPD and as part of teaching reflections. End of Key Stage 2 outcomes evidence that PP children make progress and achieve in line with other PP children nationally. Cohorts traditionally are classed as high FSM and school's aim is to raise progress and attainment to close the gap between PP and non-PP children.	1,2
Peri music services years 3 -6 (all pupils). All year three pupils to be	Investing in high quality expertise to teach wider disciplines such as music allows pupils	2,3,4

given opportunity to learn djembe and children have opportunity to learn the keyboard from years 4-6 This supports cultural capital, engagement and aspiration, particularly for disadvantaged pupils who may have limited access to arts provision outside school.	to experience the best possible provision whilst nurturing and celebrating the Arts within pupils. This ties into the school's values and beliefs in equity for all and providing access and opportunities to everyone not only those from more advantaged backgrounds. Participation in arts and cultural activities can support engagement, motivation and wider development, contributing to improved educational outcomes for disadvantaged pupils.	
Investment in the RWI programme to secure phonics and early reading skills for pupils in EYFS and KS1 as well as being used as intervention support for KS2 pupils including EAL.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF Research shows that on average, disadvantaged children are less likely to have access to books and read with family members. For these reasons they may not acquire the necessary skills for reading and understanding of challenging texts. The EEF toolkit states that 'phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	1,2
Investment into the JIGSAW curriculum resources to support the social and wellbeing development of pupils. This will be the whole school approach to support pastoral work in school, working towards improving pupil's learning behaviours by removing barriers to learning in line with TIASS approaches (Trauma Informed Attachment Support).	There is compelling evidence that PSHE education — when taught well — helps keep children and young people safe, mentally and physically healthy and prepared for life and work.	2,3
Investment into the White Rose hub for high quality planning and teaching support in Maths as well as guidance and support on closing gaps in pupil learning as a result of fluctuating outcomes at the end of key stage 2 over a three-year period.	Mastery learning (White Rose approach) will ensure learning is prioritised into teaching blocks and that pupils have a good understanding of this before moving their learning forward. EEF evidences mastery learning as having a positive impact if implemented well (+5 months). This will support the school in improving the progress and attainment of our disadvantaged pupils with the aim of pupils achieving in line with their non PP peers.	1
Current year 4 cohort to be separated into three classes of 20x pupils with supporting TAs in response to progress and attainment in the year group. The cohort secured 23% at GLD in EYFS and have been making progress through	Reduction of class size by 10 pupils will allow for teachers and teaching assistants to have higher quality, increased interactions with pupils and greater time to close gaps in learning effectively at a critical stage of learning. Additional staff in the year group will allow for the year group to be streamed in	1,2

school but the aim is to reduce teacher, pupil ratios to maximise the progress the children make before upper key stage 2 through high quality teaching and provision.	Maths, where the biggest range of ability seems to be found.	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funds towards Speech and language therapy	Targeted interventions can have a positive impact on individual progress and outcomes. This therapy specifically relates to pupils with significant speech delays or challenges that impede meeting early learning targets and their language acquisition and use through KS1 and KS2.	1,2
Allocation of funds to staff training to be responsive to rising needs and priorities from 'in academic year' diagnostics and statistics in school. CPD will be particularly focused on developing leadership skills and providing further training around core subjects for teachers. Including but not limited to, Science CPD, Writing moderations, Mastery in Maths and Greg Botterill approaches.	Teachers who continuously develop their skills and feel supported in their professional growth are more motivated, confident, and fulfilled. This contributes to an increasingly positive school culture, impact on pupils and potential for improved staff retention of high quality teaching staff.	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards school visits- £10 per child towards school trips through the year plus £2,000 subsidy to support the year 6 residential (£250 per pupil to attend)	Financially supporting families who may not be able to afford experiences and opportunities to visit different localities supports pupil wellbeing and afford opportunity for all pupils to develop their interests	2,3,4
Further develop outdoor learning and wider curriculum provision through Space to Grow gardening sessions	Providing a regular opportunity for children to take part in growing and forest school activities improves wellbeing, behaviour and physical health of pupils.	3

whereby pupils get weekly sessions in forest school and/or allotment.		
A proportion of pastoral staff and attendance officer salary to support the improvement in school attendance and tackle persistent absenteeism. School exceeded LA target for 2025/2026 but missed school target of 95% last year, in part, due to extreme weather events. Pastoral staff to communicate quickly with and support PA families offering Early Help or signposting further support to ensure pupils attend school regularly in line with School's attendance policy. Pastoral to extend their role of care to 1-1 support where needs are child centred (e.g anxiety, bereavement).	Early intervention with families to address needs can ensure pupils have the ability to access school on a daily basis. Pastoral staff will support with communication and collaboration with families identified as requiring support to improve their children's attendance whilst the officer will continue to use diagnostics to identify priorities. The officer will ensure that school leaders and pastoral staff remain informed of pupil attendance and those whose attendance is below national average so that every opportunity is provided for pupils to attend.	2,4

Total budgeted cost: £ *365,620*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2026 Results Overview (PP- Pupil Premium)

EYFS Results

	2026	2026 Target
% Expected in EYFS GLD combined	57%	69% (National)
% PP Expected in EYFS GLD combined	43% (51% National average)	

Each pupil in this year's cohort is worth 2.3% (42 on roll)

20% cohort SEND 50% PP

KS1 Results

	2026
Phonics Screen Check	80% (82% National)
%PP	73% (67% National average)
Phonics screening check by end of year 2	82% (92% National)
%PP taking the re-check	47%
% Expected + in Reading, Writing and Maths	43%
% PP	41%
%GDS in Reading, Writing, Maths	5%
% PP	5%
% Expected + In Reading	55%
% PP	54%
% GDS in Reading	11%
% PP	7%
% Expected + in Writing	51%
% PP	49%
% GDS in Writing	6%
% PP	5%
% Expected + in Maths	55%
% PP	51%
% GDS in Maths	9%
% PP	5%
% Expected in Science	69%
% PP	68%

25% cohort in year 2 is SEND (National 19%) 46% Pupil Premium

MTC results

27% pupils scored 25 (max marks) ~ 40% National average 20% PP scored 25 (max marks)

KS2 Results

	2026
% Expected + in Reading, Writing and Maths	48%* (National 63%)
% PP	35%
%GDS in Reading, Writing, Maths	3%
% PP	0%
% Expected + in Reading	71%* (National 75%)
% PP	59%
% GDS in Reading	24%
% PP	9%
% Expected + in Writing	64% (National 73%)
% PP	54%
% GDS in Writing	5%
% PP	0%
% Expected + in Maths	62% (National 75%)
% PP	50%
% GDS in Maths	16%
% PP	9%
% Expected in Science	67% (National 82%)
% PP	54%
% Expected in Spelling, punctuation and Grammar	69% (National 74%)
% PP	59%

30% cohort SEND 57% PP (high for cohort)

*1x pupil marking being reviewed which could increase percentages by 1.7%.

Reading outcomes remain stable despite high SEND %

Attainment for Disadvantaged pupils end of KS2

	Versus national average				Versus similar school average[1]			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)	Close to av. (non-sig)			Below (non-sig)	Below (non-sig)
Reading expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)		Above (non-sig)	Below (non-sig)	
Writing expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)			Below (non-sig)	Below (non-sig)
Maths expected standard	Close to av. (non-sig)	Below (non-sig)	Below (non-sig)	Below (sig-)		Below (non-sig)	Below (non-sig)	Below (sig-)
EGPS expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)				

School continues to work to close the gap between PP children and Non- Pupil premium with the aim to bring all children in line with the National average. The school is making good progress towards this goal year on year. However outcomes in 2025 reduced compared with previous years. School evaluation identified staffing instability and a small number of pupils requiring significant behavioural support as contributory factors. Actions taken have strengthened teaching consistency and contributed to improved outcomes in 2026. EYFS remains a key part of the School Development Plan to ensure that provision improves GLD year on year to close the gap between the entry level of pupils and the National average.

Previous PP strategy, end of year summary:

Challenge number	Detail of challenge	Actions	Impact	Next Steps
1	End of KS2 outcomes	RWI delivery Speech interventions Mastery in Maths development Investment in CPD for Writing Leader and identified staff	PSC increased from 71% to 80%, suggesting that the combination of consistent RWI delivery and targeted intervention has had a positive impact on early reading outcomes.	Improvements in phonics and KS2 outcomes indicate that investment in RWI and targeted intervention has been effective. Further work is required to improve language acquisition in EYFS and close remaining attainment gaps in writing. The school will therefore continue

			KS1 Reading increased from 41% to 55% KS2 Maths increased from 48% to 62% KS2 Writing increased from 56% to 64% KS2 Reading is broadly in line with National average	targeted interventions whilst increasing opportunities for structured oracy development. Precision teaching to be used to ensure all pupils pass their phonics check by end of year 2. Science development to be considered as part of the SDP to further improve the end of KS2 outcomes.
2	Pastoral support	Thrive interventions Pastoral Early help systems PSHE curriculum development	0% Exclusions Below National Average Suspensions (3 days linked to 1xpupils) Increased proportion of families successfully accessing wider support services	Continue intervention model to build on positive pastoral care across school
3	Cultural capital	Long term provision of Performance music curriculum Embedded off site learning provision to enhance in school curriculum	100% of pupils opt into music provision until end of year 6. All pupils leave school able to read music. Pupils articulate the value of school trips and the impact they have on contextualising their knowledge and understanding through Pupil Book Study.	Continue intervention model
4	Attendance	Review of policy and strategy in line with DFE and LA guidance	School exceeded the ABIE target of 92% by 1.3% but missed school target of 95% at end of 25/26 due to extreme weather events.	Recruit attendance officer to work with PA families across school and challenge term time leave.

Pupils' social, emotional and mental health is supported through our graduated approach to mental health. Since the start of September 2026,10 children have been supported through the Early

Help Offer so far this academic year- being signposted to wider organisations and allocating further support. 7 pupils are receiving 1-1 Thrive Interventions, in addition to all pupils following the Thrive programme across school. There are 23 PEMS (Personalised Emotional and Mental Health Support students) identified as receiving wider support and provision in class. 6 pupils have had regular sessions with the school therapeutic service and 7 have received Play Therapy.

Pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils differently.